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ABSTRACT

The eighth of a series of 10 study units for a Migrant Educators' National Training OutReach (MENTOR) correspondence course examines special educational needs of gifted, physically handicapped, emotionally disturbed, and learning disabled migrant children. Designed for use in preservice or inservice teacher education, the unit stresses problems of identifying migrant students for special education and erroneous diagnoses of learning impairment resulting from language differences. It defines and discusses mainstreaming and offers a 17-item survey to help teachers determine their attitudes about mainstreaming. Excerpts from books and research reports suggest that characteristics generally regarded as handicapping, i.e., non-English language skills, should be regarded as strengths, and offer practical ways to integrate special students and to modify teaching techniques to accommodate them. Other topics discussed are dyslexia, use of computers in special education, when and how to refer a child for educational diagnosis, parental involvement, and 25 items for helping the non-coping child. A bibliography of over 60 items and a list of state offices of migrant education are included. (LFL)

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ED279473
BOOK 8

HARVESTING the HARVESTERS

NEEDIEST OF THE NEEDY
Special Education for Migrants

October 1986

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Physical placement in the regular classroom is not enough to ensure either academic achievement or social acceptance of the special education student.

Joan Basile-Jackson

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Neediest of the Needy

Migrant children with special needs are faced by a cruel double jeopardy. Special education students face serious academic difficulties even when they come from stable, affluent homes; when they are given the additional burdens of migrancy, they risk being crushed. Special education problems cover a very wide spectrum, from physical handicaps through learning disabilities to giftedness. Few generalizations are valid for so diverse a population. You cannot quickly become an expert on the singular needs of so varied a population, but you can sensitize yourself to the problem. Real leadership and dedicated commitment are required if these students are to get the educations they deserve.

How Special is Special?

Every child is special. Children with specific problems are sometimes called "exceptional," being exceptions to the general rule. Terms such as "special" and "exceptional" are meant to give more positive connotations than "handicapped" or "impaired" or "disabled," terms with a negative connotation that can become a self-fulfilling prophecy. We need a positive attitude toward children who present particular challenges to teachers. Above all, we need to remember that, however pronounced their singularities, they are more similar to the other children than they are dfferent.

A child who is especially gifted presents very different challenges from one who is mentally retarded, while both are distinct from the learning disabled or the emotionally disturbed. These in turn are distinct from the physically handicapped who may have trouble seeing or hearing or walking. Lumping them together is handy for an editor but it can be deadly for an educator. Except for their exceptionality, these groups have little enough in common. One might say they are more vulnerable than children without easily identifiable problems, more susceptible to damage by insensitive behavior that could lower their self-esteem.

Identifying Special Education Students

Depending upon how giftedness is defined, from 2% to 5% of students are considered gifted. Some educators suspect that the vast majority of gifted students are never identifed as such, are never given any special attention to help them achieve their true potential. Migrants are peculiarly apt to have their giftedness overlooked. The perception that migrants in general are disadvantaged makes teachers less alert to giftedness than they might be. Giftedness often manifests itself slowly, over a term or more, making it difficult to spot among a population that moves so often. Be alert. Nature puts as many geniuses among migrants as among non-migrants. Be ready to challenge them with appropriately difficult material.

The opposite problem is worse, being larger in scale: thousands upon thousands of migrant children are diagnosed as learning impaired or mentally disabled when in fact their abilities are well within the normal range. This tragic waste of talent is worst among the bilingual but Blacks and the very poor also suffer from the cultural bias of standardized testing tools.

Marguerite McLean of the Western Migrant Regional Office in Mount Vernon, Washington, stresses the need to recognize the role of language in these erroneous diagnoses. She says it is a major cause of mistakes. She goes on to emphasize the need for someone of similar cultural and linguistic background to observe the actual child in a real classroom setting before any placement into a special education program is made. She says, "I also see the need to stress a site level study process to insure that these students are not placed without informal tests, as well as formal, and observations in various settings and some of the assessment/observations done by a professional with the same cultural and language background."

Here are the thoughts of Cristina Visperas from *Identifying Children With Learning Problems:*

Special Considerations with Bilingual/-Bicultural Students

Before a bilingual/bicultural student is identified as being speech and language impaired, the teacher or other professional should determine whether or not communication problems occur across languages (Ambert & Drew, 1982). For instance, does the student repeat the same errors in both languages? Does the student consistently produce articulation errors (Condon et al., 1979)? Grammatical and articulation errors that are made by second language learners or dialectical differences in English do not constitute speech and language disorders.

If there is sufficient evidence to indicate a speech or language impairment, educators and other professionals should evaluate the student in his/her most proficient language. The education system should then compare the evaluation data to norms that are specific to the language being studied. The norms should also measure the student against children from similar backgrounds (age, socioeconomic status, ethnicity, and linguistic group). Unfortunately, these norms may not exist in other languages. Therefore, we, as educators, need to rely even more heavily on a broad range of assessment strategies, such as complete medical and developmental histories. Knowledge of adaptive behaviors in the child's culture can also be gathered from a native informant and can provide some normative data. By assessing the student accurately, the professional can better ascertain the exact nature of the communication problem (Ambert & Drew, 1982).

Instructional Suggestions

1. *Involve special education and regular classroom teachers and bilingual and monolingual professionals and paraprofessionals in the individual education program.*
2. *Employ English-as-a-Second-Language instructional techniques and speech corrective strategies when possible.*
3. *Practice exercises around the student's language errors.*
4. *Model grammatically correct English. Model correct speech in the child's native language.*
5. *Provide a peer tutor who is fluent in English. The peer should be the same age, sex, and ethnic background as the language impaired student (Condon et al., 1979).*

Any diagnosis of special status ought to be made on the basis of several quite different evaluation techniques, always including actual observation of the child in a familiar environment by trained individuals of similar cultural origin. We must stop branding migrant children as deficient when they are merely different. What is happening is a classic instance of blaming the victim: schools which have failed to teach normal children use inappropriate tests to define the children as unable to learn,

thereby absolving themselves of responsibility. That this is done by habit and inadvertence rather than by conspiracy is no excuse. It must stop, and Migrant Educators must play a role in stopping it.

If you will be dealing with Special Education, you will want to have *Identifying Children with Learning Problems* and its companion volume, *Mainstreaming Children with Learning Problems*, both developed by Cristina Visperas for the Georgia State Department of Education.

Mainstreaming

After generations of isolating any children considered abnormal, we have recently begun to mainstream as many children as possible. Here is what Joan Basile-Jackson says in the Introduction to her excellent book, *The Exceptional Child in the Regular Classroom (1982)*:

The influence of federal legislation, parental concerns and research questioning the appropriateness of special class placement for mildly handicapped children has led to attempts to provide learning programs which permit the special needs child to function in the regular classroom with non-handicapped students.

Physical placement in the regular classroom is not enough to ensure either academic achievement or social acceptance of the special education student. Successful integration depends on a variety of factors; at a minimum at least three conditons must be satisfied. First, the handicapped child's educational needs must be compatible with the instruction that is offered to the non-handicapped child. The second condition that must exist is for the regular classroom teacher to be willing to modify instructional practices.

The third facet of instructional integration is the need for a coordinated effort between the regular classroom teacher and the supportive personnel available in the school or county. It relies on the creation of educational environments which encourage collegial exchanges which help each educator.

Finally, it means increased professional contact and mutual help among classroom teachers and specialists.

Cristina Visperas cites A. P. Turnbull and others on mainstreaming:

Mainstreaming: What It Is and What It Isn't

Mainstreaming is still open to ambiguous interpretation. Consequently, the likelihood of misrepresentation and inappropriate implementation is high. Therefore, an understanding of what does and does not constitute mainstreaming is necessary.

Mainstreaming is:

* *providing the most appropriate education for each child in the least restrictive setting.*
* *looking at the education needs of children instead of clinical or diagnostic labels such as mentally handicapped, physically handicapped, learning disabled, etc.*
* *looking for and creating alternatives that will help general educators serve children with learning or adjustment problems in the regular setting.*
* *uniting the skills of general education and special education (Paul, Turnbull, & Cruickshank, 1977, p. vii).*
* *social as well as* instructional integration. *Social integration involves relationships with peers, status, and acceptance as a member of the classroom. Instructional integration means appropriate involvement in the regular classroom curricula and the use of appropriate instructional techniques (Turnbull & Schulz, 1970).*

Mainstreaming is not:

* *the wholesale return of* all *exceptional children to regular classrooms or the return of these children to an entire school day.*
* *the elimination of special education services, whether special services occur in separate self-contained classes or are incorporated in an individualized instruction plan in the general education program.*
* *just the physical presence of an exceptional child in a regular classroom.*
* *a hindrance to the academic progress of other students.*
* *placing the total responsibility of educating the exceptional child on the shoulders of the regular classroom teacher.*

Know Thyself

Here is an Attitude Survey designed by Joan Basile-Jackson. Take it. Be honest with yourself. It is for your eyes only. (If you are an administrator, consult her book for an instrument designed to evalute staff attitudes.)

Instructions: Circle the response which most clearly indicates the way you feel about each of the following items.

SA=Strongly Agree
AS=Agree Somewhat
DS=Disagree Somewhat
SD=Strongly Disagree

	Response
1. I think that the full time special education class is the best placement for handicapped students so that special needs can best be met.	SA AS DS SD
2. Handicapped students tend to need more individualized instruction than their non-handicapped peers.	SA AS DS SD
3. Having to teach handicapped pupils places an unfair burden on the majority of secondary teachers.	SA AS DS SD
4. I believe that placing a handicapped student in a typical secondary class would be detrimental to the student's self-concept.	SA AS DS SD
5. Mainstreaming will most likely subject many children to a painful and frustrating educational experience in the name of progress.	SA AS DS SD
6. Because of present attitudes it is likely that mainstreamed handicapped students will face overt rejection from their peers and teachers.	SA AS DS SD
7. I think that the integration of handicapped students into the regular classroom will harm the educational achievement of average and "bright" students.	SA AS DS SD
8. I am concerned that I will not be able to work effectively with handicapped students.	SA AS DS SD
9. For their own well being, I would recommend that handicapped students not be placed in regular secondary classrooms.	SA AS DS SD
10. Handicapped stu-	SA AS DS SD

dents are more like non-handicapped students than they are different from them.

11. It is unlikely that most of the other students in your class would form a friendship with a handicapped student. SA AS DS SD
12. Teaching a handicapped student will increase your overall competence. SA AS DS SD
13. There is not enough time in a teacher's day to deal satisfactorily with the different needs of both the non-handicapped and handicapped student. SA AS DS SD
14. If I am going to be successful in teaching handicapped students, I would need more training in specific techniques. SA AS DS SD
15. I feel fairly competent to work with most handicapped students who would likely be integrated into my class. SA AS DS SD
16. I would prefer not having any handicapped students in my class. SA AS DS SD
17. I believe that additional training probably would not increase or improve my competence (effectiveness) in working with handicapped students. SA AS DS SD

Now look back at your responses. Think about them. If you were a child with special needs, would you want you as your teacher?

Some General Principles

Here is an excerpt from an ERIC publication called *The Mexican American Child in Special Education*. It is valid for migrants of every ethnic background.

1. *The fact that a family is economically disabled does not necessarily mean that love and affection do not prevail in the home. The poor, ragged child may be rich in love and affection, which are significant determinants of school success.*
2. *Low income children do not necessarily suffer from sensory deprivation or a lack of stimulation. They are surrounded by sensory stimulation. What they may lack are experiences that have definite educational value and that lay the groundwork for future academic growth.*
3. *In many fundamental ways poor children's cognition is quite similar to that of middle class children. There are cognitive universals or modes of language and thought shared by all children. There may exist social class differences in cognition, yet these differences are rather superficial. One must not make the mistake of calling them deficiencies.*
4. *Language is merely one element of a cultural orientation that clashes with the school's values, and it is this conflict, not a deficit in language, which largely accounts for poor performance in school.*
5. *Frequently the best way of motivating an unmotivated pupil is to ignore his motivational state for the time being and to concentrate on teaching him as effectively as possible. Much to his surprise and to his teacher's, he will learn despite his lack of motivation; and from the satisfaction of learning he will characteristically develop the motivation to learn more.*

Standardized testing, which was originally designed to remove the unfairness of privilege and to improve the educational provisions for children who did not profit from normal class instruction, has in practice tended to preserve and reinforce class and social biases in the selection process. Inevitably, those who suffer most are the students from ethnic minorities and disadvantaged children who are "caught" within the educational system.

There is little question that traditional testing practices have created obstacles in the advancement of minority groups in Anglo-oriented society. In spite of legal actions, school systems continue to label minority group children as slow learners, retarded, underachievers, etc., solely on the basis of diagnostic evaluations which are inappropriate for the child's language and culture.

It is not only testing which discriminates against the migrant. Basic content may be inappropriate.

Any attempt to understand minority group children depends upon teachers recognizing the fact that these children possess a set of values different from those of Anglo Americans. It is that difference in values which constantly creates misunderstandings resulting in lack of empathy for, sensitivity toward, and acceptance of the minority child.

Hernandez stated that some teachers try to compensate for these differences in values by imposing on their students values that reflect their own personal background. However, such teachers are inevitably at a disadvantage, for in the imposition of their own values, they are implying that they do not recognize minority group cultures as entities or consider them worthy of recognition, and consequently cannot expect success with their teaching.

Although several universities have initiated teacher training programs to prepare special educators to deal with multicultural exceptional children, many will lack critical competencies and leave many concerns unanswered. The following concerns have been identified by Gonzales as critical to meeting the needs of the muticultural exceptional child.

1. *Language is one of the most often identified areas of concern to the multicultural community. To many educators, a non-English language is a handicap; rarely is it considered a strength. Special education has for years stressed the need to work with the child's strengths, which should include his language. A special educator unfamiliar with the child's language will naturally not be able to treat it as important and will refer to it as a deficit.*
2. Familiarity with the culture *likewise has proven to be a significant factor rarely taken into account by special educators. The problem develops in distinguishing educational deficits due to cultural and linguistic differences, from those identified as true learning disabilities according to definition. Diagnostic procedures to date have failed to accurately make that distinction, as well as failing to take socio-cultural variables such as those described by Mercer into consideration.*

Teaching Behavior

Let us assume that you are convinced that the migrant students in your classroom have special education needs beyond their migrancy. Here are the practical suggestions of Joan Basile-Jackson:

Studies have shown that the regular classroom teacher's instructional practices are not geared toward accomodating children whose ability levels and needs are widely discrepant from those of the majority of pupils in their class. The handicapped child's successful participation in the classroom depends in large part on the regular classroom teacher's willingness to accomodate to the individual needs of a handicapped child and the active steps the teacher is taking to ensure that ongoing lessons are consonant with stated goals and objectives.

A primary factor in successful integration is related to the quality of educational treatments provided and the manner in which handicapped children are instructionally integrated into the regular classroom. Survey results have indicated that to effectively teach mildly handicapped students teachers must have skills in the following:

1. Providing tasks within the child's capabilities.
   - *a) present instruction is based on assessment of past performance or ability*
   - *b) assignments for students are differentiated according to ability*
   - *c) materials compatible with the range of student abilities are available to achieve a given objective*
   - *d) remedial or enrichment activities are available*
2. Analyzing student abilities and learning styles in small groups.
   - *a) evidence of informal tests, questionnaires, teacher-made materials to determine objectives for small group work*
   - *b) effort in group work to identify specific problems individual learners may have*
   - *c) effort in group work to ask questions to identify problems of individual learners*
   - *d) effort in group work to evaluate progress using formal and informal tests*
   - *e) evidence of small group work in classroom*
3. Providing individual attention.
   - *a) altering assignments*
   - *b) making assignments less difficult*
   - *c) shortening assignments*
   - *d) providing special assistance by teacher/peer tutoring*
4. Providing behavioral guidelines and encouraging socially appropriate behavior.
   - *a) makes expectations about behavior clear to students*
   - *b) provides verbal feedback for acceptable or unacceptable behavior*
   - *c) rules of class clearly posted in positive language*
   - *d) reinforces appropriate behavior*
5. Relating curriculum material and activities to child's experiences and interests.
   - *a) helps students recall knowledge or experiences related to lesson activities*
   - *b) present interests of students are the basis for new activities*
   - *c) stimulating new interest in activities with such things as discrepant events or thought provoking questions*
   - *d) relating activities to students and their lives, explaining why they are doing activities.*
6. Using methods and materials which capitalize on student's strong receptive modalities.
   - *a) difficult materials are prepared for achieving a given objective (visual, auditory and/or haptic)*
   - *b) different group structures are used to achieve an objective (large group discussion and small group work)*
   - *c) students have a choice of response to an assignment (written, oral, illustration, etc.)*
7. Uses a wide variety of materials.
   - *a) uses teacher-made materials*
   - *b) uses commercial materials*
   - *c) uses adapted commercial materials (adds color for emphasis, cuts up pages to show more space, etc.)*
   - *d) uses materials made by students*
   - *e) concepts are reinforced by concrete manipulative materials (blocks, sticks, objects)*
   - *f) uses multi-sensory materials (concepts and ideas are taught visually, auditorally and/or haptically)*
8. Using materials and techniques which provide immediate feedback to students.
   - *a) answer sheets available*
   - *b) uses programmed materials*
   - *c) teacher returns tests and homework graded*
   - *d) students work in pairs to monitor work*
9. Structuring instruction so that goals and objectives in Individualized Education Plan are met.
   - *a) evidence that teacher participated in the develoment of the IEP*
   - *b) evidence that teacher has a copy of IEP*
   - *c) student is working on assignment that is related to IEP goals and objectives*
   - *d) evidence that student has completed assignments related to IEP goals and objectives*
10. Providing opportunities for students to interact on learning tasks.
    - *a) evidence of students working on small group projects*
    - *b) students working together in learning centers*
    - *c) use of buddy system*
11. Showing approval of appropriate responses.
    - *a) smiling, praising, touching or applauding*
    - *b) rewarding with tangibles such as checks, stars, tokens, privileges or toys*

The teacher is the key to the special child's success or failure in the regular classroom. You can make the difference. Teacher adaptations which are helpful and positive include:

—sharing *with the child your perception of his needs, your plans for helping him and what you expect him to contribute*

—encouraging *the child to evaluate his own work and competing with himself for improvements. Graph displays of daily progress may increase efforts.*

—utilizing resources. *Make full use of all supportive resources; include specialized personnel, GLRS/Child Serve, parents, peers, community services and service groups.*

—evaluating *critically your own educational program. Evaluate your attitude, prejudices and fears regarding exceptional children.*

Classroom Modifications

1. The teacher's attitude can make an impact on the exceptional child. Be positive! Help the student develop a good self-concept. Success makes school easier.
   - *a) Focus on what the child can do rather than on what he cannot do.*
   - *b) Use a reward system.*
   - *c) Teach student to chart his own successes.*
2. Develop structure, but keep it simple. Be organized to provide a sense

of security and predictability for the student.

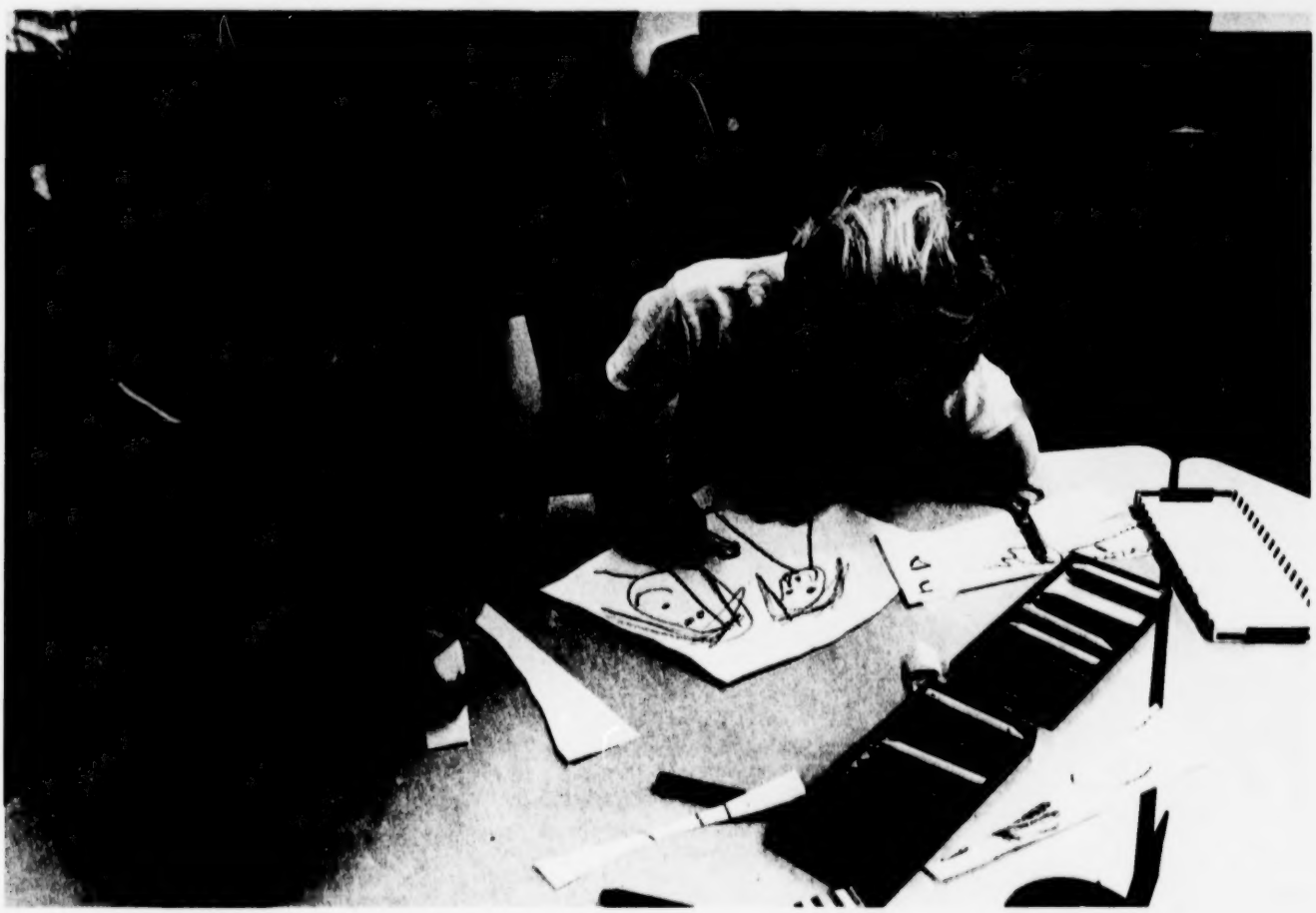
a) Place daily assignments in file folders.

b) Require student to keep a class notebook

c) Provide monthly calendar with assignment due dates marked. On back put reference material for month, glossary and/or class rules.

d) Provide unit outline.

3. Provide associative devices
   a) Use memory cues and devices.
   b) Use several activities per class period, e.g. discussion, individual seat work, movement about room, games, simulations, student dramatization.
   c) Recognize that repeated exposure may be necessary for a clear association to be made or a particular operation to be mastered. Overlearning is recommended.
   d) Use multi-sensory approaches to reading and spelling when necessary.
   e) Teach vocabulary in content area subjects.
   f) Ask questions which require student to do more than repeat facts. Have student restate, compare, generalize, apply logic, think creatively and make judgements.
4. Teach relevance, responsibility and socialization.
   a) Teach how to survive with basic skills such as reading a newspaper, balancing a checkbook, etc.
   b) Teach how to cope, get along with others, appropriate behavior with adults, peers, appropriate behaviors for different occasions, situations, etc.
5. Teach in a directive manner. Remember who is in control of the relationships.
   a) Limited choices may be appropriate. Avoid giving choices when there are no real choices.
   b) Contract for assigments.
   c) Provide clear positive feedback on a frequent basis. Immediate feedback and correction procedures are most effective.
6. Accomodate instructional program to the learning needs and developmental level of student.
   a) Be certain tasks are in sequence.
   b) Insure that assignments are practice of skill just learned.
   c) Teach prerequisite skills when necessary. Present academic work in small sequential steps.
   d) Gear independent work to ability level.
   e) Use visual aids to accompany instruction.
   f) Allow use of compensatory supports, such as: calculators, desk charts, time lines, maps, thesaurus, dictionary, tape recorders, typewriters and fact charts.
   g) Give oral plus written instructions.
   h) Use concrete materials to reinforce concepts.
   i) Provide alternative requirements for expression if ideas and information, such as: physical models, oral presentation, demonstrations, diagrams, student transparencies, slides, posters, cartoon strips, role playing, etc.
7. Many special need learners profit



when the regular class teacher not only modifies instruction but also modifies materials. The teacher may alter basal materials by:

a) altering the response. —*Instead of dictating spelling words and requiring student to write the words, have student underline or circle the correct word in a multiple choice format. Or use the cloze procedure where the teacher deletes selected letters which must then be filed in by students.*

b) *teaching the same work, but requiring student to complete only some of the questions.*

c) Using color cues.—*Highlight with magic marker the main idea and subtopic in textbook. Use color to highlight similar differences in words and changes in computation process.*

d) *Altering the format. Have student learn to follow picture directions rather then words. Or use a buddy system, one child to "read" the instructions, one child to follow them.*

e) *using another text on lower reading level, another series, interest low readability books, trade books, e.g. Popular Mechanics, teen magazines, and books from the school library.*

f) *creating kits by combining discarded books and workbooks. Separate pages in workbooks to create an area skill kit. Tear books apart to make a kit according to interest or content*

g) *rewriting information in textbook. Using a column text, type condensed information necessary to answer questions at the end of the chapter.*

h) *Using student developed materials, such as displays, slide presentations.*

i) *using teacher-made games to reinforce skills or concepts. The are effective when self-correcting, purposeful, and reviewed through non-reading, non-writing activities. Whenever possible allow the class to help in their construction, thus insuring that the games will appeal to age and group interest.*

Dyslexia

According to the August 1985 *New England Monthly*, one American male in ten and one American female in twenty suffers from dyslexia, a learning disability characterized by various symptoms including an inability to tell left from right, to see letters right side up, to recognize simple words. It is frequently misdiagnosed both ways: people without physical disabilities may be called dyslexic as an excuse for a school's failure to teach them to read, while people with acute physical problems may be dismissed as dumb or lazy. If you suspect a student is dyslexic, you should consult competent professional help to confirm the diagnosis.

Above all, do not let the word dyslexia intimidate you. There is no "cure" for the condition. A correct diagnosis may be useful in reassuring a student that he or she is not dumb or lazy. Techniques that have proven effective with dyslexic students are more or less identical to techniques that have proven effective in all reading programs: individual attention, a positive attitude, patience, and determination.

Computers and Special Education

In 1982, *Exceptional Children* devoted itself to the issue of computers in special education. You should make a sharp distinction between teaching migrant children to master computers, to program them and use them as tools, and using computers as a short-cut to classroom teaching. The former is a very good idea. The latter, very dubious.

Educational software tends to be weak, especially when compared to the rich resources of a living teacher. The rule with computers is expressed in the acronym, GIGO, which stands for Garbage-In/Garbage-Out. If you work with computers, try to create your own software in conjunction with the children.

In general, administrators love computers while teachers are a bit leery of them. This is from "Microcomputers in Special Education: Promises and Pitfalls," by Milton Bundoff and Leah Hutton, *Exceptional Children*, vol. 49, No. 2, 1982.

Many teachers are computer-illiterate and may exhibit strongly aversive reactions to computers. As teachers become computer-literate and comfortable with the technology, they will expand the range of applications for the equipment and discover teaching options not currently available in resource rooms.

School administrators must provide active leadership, training, and support for efforts to increase computer literacy. Simply investing in the hardware and some software will not result in active incorporation and use in school programs unless training and support is offered. To use these systems optimally for special needs children, teacher time will be required to develop specific programs. Mechanisms should be developed to assure exchange of programs developed within and among school districts.

Here, from the same issue, are the views of Suzanne Ragghianti and Rosemary Miller from their article, "The Microcomputer and Special Education Management":

Many teachers and administrators are wary of the rapidly developing technology. Lichtman conducted a survey of 189 preservice and inservice educators at the University of South Carolina and compared his results with a 1976 survey administered to 843 adults and teengers. Educators in the 1979 study seemed less enthusiastic about the computer's role in society than the adults and teenagers in the 1976 study. Teachers, more than any other group, tended to view computers as dehumanizing. Both teachers and administrators were more wary than the general public in viewing computers as taking away jobs. Teachers saw the least improvement in education due to computer technology; administrators saw the most improvement.

Whether teacher or administrator, do not *expect* computers to offer easy solutions to the needs of high risk students. What they need are good, demanding teachers in open, creative classrooms.

Referral

We have consistently urged you to seek help early and seek help often. This is complicated in special education, since sometimes help removes the child from your classroom. In this instance, seeking help has been a confession of failure, one which may harm the child by eroding what confidence he or she has. The rule is, exhaust every avenue of opportunity at your disposal before you risk the removal of the special child from the mainstream. Again, Joan Basile-Jackson:

Often, a teacher recognizing that some kind of problem exists with a child in

his or her class will want help in identifying specific problems and then locating resources within the school system to help deal with those problems. When problems are suspected, a teacher should first discuss his or her concerns with the school principal. The discussion should focus on ways in which the child responds to the usual methods of handling such problems.

Information in the child's permanent folder may also give a better understanding of the problem. The permanent record folder includes information such as biographical data, previous testing scores, attendance and yearly grades. The teacher should note whether there has been a recent dramatic drop in grades.

Several modifications and adaptations in the school program should be made prior to a child's referral for a diagnostic evaluation. The teacher should begin an anecdotal record which lists child's behavior and documents the various strategies and modifications.

Before you refer, try. . .

— group management techniques.
— placing child in a more secluded environment, one that is quieter, less stimulating.
— putting him with brighter children.
— moving him closer to you.
— having an individual conference with the child (schedule this at a time when things are going well and he feels good about himself).
— calling/meeting with parents.
— using school resources (lead teacher, guidance counselor, administrator, last year's teacher or other teachers who have child in class now).
— talking to special education teacher, asking for suggestions.
— modifying instructional approach.
— obtaining materials and workbooks on child's work level.
— changing placement or location (i.e., place in another teacher's class).
— using peer tutoring.
— using buddy system
— exploring community agencies. Is the child involved with the Juvenile Court, Mental Health Center, etc.?
— checking to see if child has had a recent physical.
— suggesting resources/agencies which may help parents and child. When you have tried all of the above and nothing works, only then refer.

Capsules of Counsel

Sister Mary Consilia O'Brien offers 25 capsules of counsel for what she calls the non-coping child. Please note that every one is also a good idea for nonhandicapped children.

1. Be his/her friend. Think, speak affirmatively.
2. Watch for signs of pressure build-up.
3. Note times and circumstances of child's "low periods; his/her "goof-off" time.
4. Call off a frustrating task—temporarily.
5. Try to ignore slight inappropriate behavior. Restrain anger.
6. Consider total personality—

strengths as well as weaknesses.

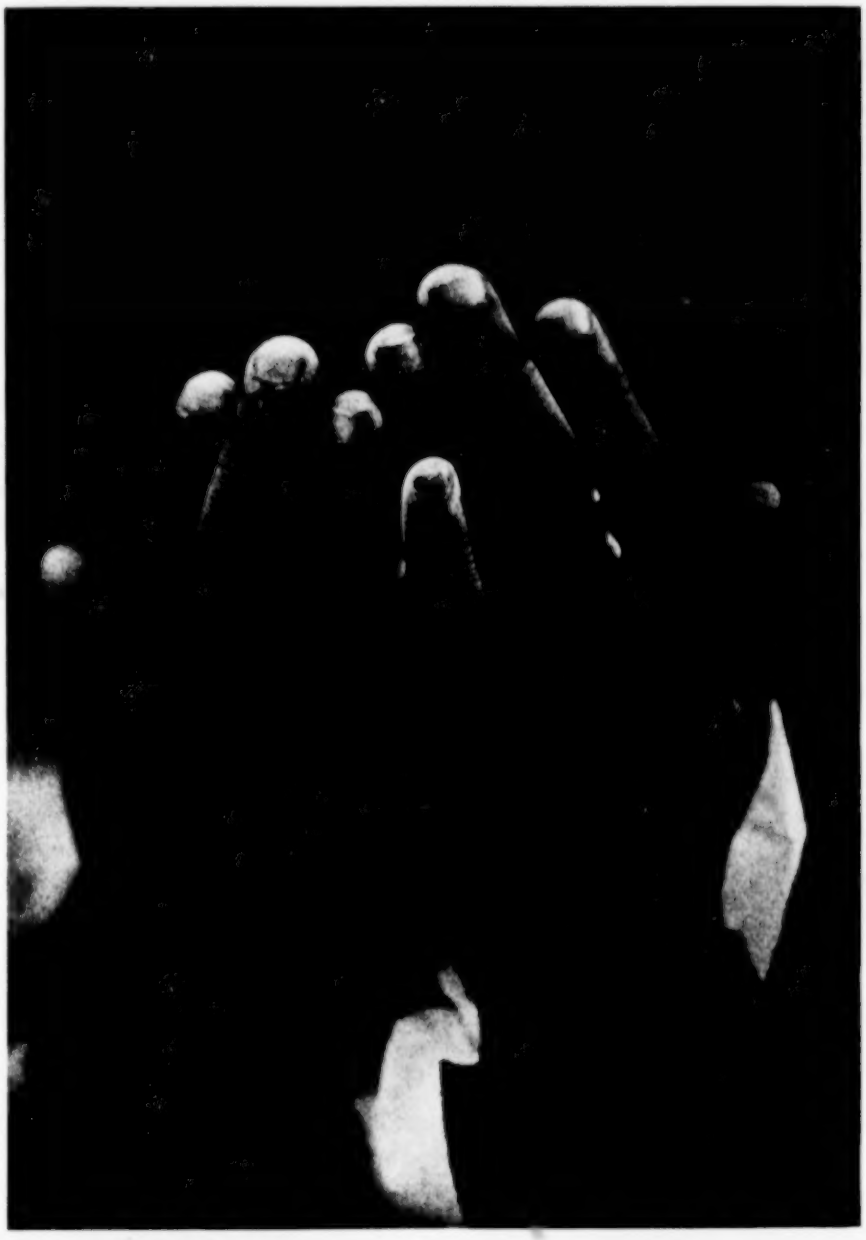
7. Look at gains, not losses.
8. Always leave the child with *Hope*. Think *Green*, not *Red*.
9. Always find something to praise.
10. Transmit good will via non-verbal as well as verbal means.
11. Set up your expectancy of quantity and quality of work to be done to accord with the child's limitations.
12. Remember, developmental processes must not be stalled. Precise facts can wait, development cannot!
13. Stop errors at the start. Do not let the child *practice* wrong responses.
14. Structure routines.
15. Encourage problem solving.
16. Forestall failure. Be there to prevent it!
17. Delay pressuring for immediate response.
18. Provide positive help in organizing his/her environment.
19. Allow some freedoms. Set up choices.
20. Provide firm rules. Require adherence to them.
21. Reduce distractions. Provide special work areas and conditions.
22. Expect clumsiness, untidiness, lack of focus, some unwillingness to participate and cooperate. Treat it without condemnation.
23. Use reinforcers to stimulate, encourage, measure growth. Chart gains. A child has the right to know where s/he is in his/her growth.
24. Discuss goals that are within his/her capacity to achieve and the steps (behavioral objectives) to reach them with the child.
25. Assist the child to:
    - *Understand* what the task is
    - *See* the steps required
    - *Respond* to the kind of help s/he *needs* from you to do it:
      (1) Verbalize only
      (2) Verbalize and demonstrate
      (3) Demonstrate and work through the task with him/her.

Parental Involvement

Everything said about the importance of parental involvement in all the Migrant Education literature and legislation goes double for Special Education students. The tragic reality is that too many schools pay only lip service to parental involvement. Even when that involvement is mandated by law, too many administrators are reluctant to involve parents, any parents, in the decision-making process. While this undoubtedly simplifies the schedules of principals and superintendents, it damages the education of the child and is indefensible. Rodriguez says, "The failure to involve minority group parents in educational policymaking activities represents a tremendous loss in human resources for the parent, the child, the minority group to which he or she belongs, and the school as a whole." Be certain that you want migrant parents in your classroom. There will be some slight loss of autonomy, as there is in every cooperative venture, but that will be more than offset by the tangible gains for everyone involved. It is unthinkable to teach Special Education without deep involvement of the family.

Special Teachers

Migrant children deserve the best education this rich society can offer. It is up to you to see that they get it. When their basic problems of mobility and poverty are compounded by learning difficulties of any sort, you must redouble your efforts. Remember, there may not be anyone else in a position to help these children.



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For more information on special education materials and instructional interventions, contact: The National Migrant Education Center, State University College of Arts and Sciences at Geneseo, New York; Dr. Barbara McCafferty, Project Director.

Instructional Materials/ Resources

Academic Therapy Publications, 1539 Fourth Street, San Rafael, CA 94901.

Allied Educational Council, Distribution Center, P.O. Box 78, Galien, Mich. 49113.

American Guidance Service, Publishers Building, Circle Pines, Minn., 55014.

Behavioral Research Laboratories, Box 577, Palo Alto, CA 94302.

Childcraft Education Corp., 964 Third Avenue, New York, NY 10022.

Creative Playthings, Edinburg Road, Cranbury, NJ 08512.

Day, John, Co., 257 Park Avenue South, New York, NY 10010.

Developmental Learning Materials, 7440 Natchez Avenue, Niles, IL 60648.

Dick Blick, Inc., P.O. Box 1267-F, Galesburg, IL 61401.

Educational Activities, Inc., Box 392, Freeport, NY 11520.

Educational Development Laboratories, 284 Pulaski street, Huntington, NY 11744.

Educational Services, Inc., P.O. Box 219, Stevensville, Mich. 49127.

Educational Teaching Aids, 159 West Kinzie Street, Chicago, IL 60610.

Educators Publishing Service. 75 Moulton Street, Cambridge, Mass. 02138.

EduKaid of Ridgewood, 1250 East Ridgewood Avenue, Ridgewood, NJ 07450.

Expression Co., Publishers, P.O. Box 11, Magnolia, Mass. 01930.

Gamco Industries, Inc., P.O. Box 1911, Big Springs, TX 79720.

Ideal School Supply Co., 11000 South Lavergne Street, Oak Lawn, IL 60453.

Instructo Corp., 200 Cedar Hollow Road, Paoli, PA 19301.

Kenworthy Educational Services, Inc., P.O. Box 3031, Buffalo, NY 14205.

Kingsbury Center, 2138 Bancroft Place, Washington, D.C. 20008.

Kismet Publishing Co., P.O. Box 90, South Miami, FL 33143.

Kutz Corp., P.O. Box 140, McLean, VA 22101.

Mafex, 111 Barron Avenue, Johnstown, PA 15906.

Math Media, Inc., P.O. Box 345, Danbury, Conn. 06810.

McGraw-Hill, EDL, 284 Pulaski Road, Huntington, NY 11743.

Mead Educational Services, 245 North Highland Avenue, Atlanta, GA 30307.

Milton Bradley Co., 74 Park Street, Springfield, Mass. 01106.

MultiMedia Education, Inc., 11 West 42nd Street, New York, NY 10036.

Prentice-Hall, Inc., Englewood Cliffs, NJ 07632.

Preston, J.A., Co., 71 Fifth Avenue, New York, NY 10003.

Priority Innovations, P.O. Box 792, Skokie, IL 60076.

Pruett Publishing Co., P.O. Box 1560, New York, NY 10000.

Psychotechnics, Inc., 1900 Pickwick Avenue, Glenview, IL 60025.

Scholastic Magazines, Inc., 50 West 44th Street, New York, NY 10036.

Science Research Associates, 259 East Erie Street, Chicago, IL 60611.

Society for Visual Education, Inc., 1345 West Diversey Parkway, Chicago, IL 60614.

Speech & Language Materials, Inc., P.O. Box 721, Tulsa, Okla. 74101.

Stanwix House, Inc., 3020 Chartiers Avenue, Pittsburgh, PA 15204.

Teaching Resources Corp., 100 Boylston Street, Boston, Mass. 02116.

Teaching Technology Corp., 7471 Greenbush Avenue, North Hollywood, CA 91609.

Webster Division/McGraw-Hill Book Co., 13955 Manchester Road, Manchester, MO 63011.

Western Psychological Services, 12031 Wilshire Boulevard, Dept. E, Los Angeles, CA 90025.

Word Making Productions, P.O. Box 1858, Salt Lake City, UT 84100.

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